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| Inspection date | 25 July 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The dedicated leadership team uses effective self-evaluation systems. They seek feedback from staff, parents and children when reflecting on quality and practice. The information obtained is used to set purposeful actions in order to continuously improve outcomes for children.
- Highly qualified staff use their knowledge, skills and expertise well. Staff use accurate observations and assessments to plan effective support to meet children's needs. They consider children's individual interests and capabilities when planning activities and children make good progress in their learning and development.
- The friendly and relaxed environment and caring staff help to support children's emotional well-being. Children develop strong relationships with staff and each other. Children arrive in high spirits, settle well and are eager to explore and learn.
- Partnership working with parents and other professionals is effective. Parents are encouraged to contribute to initial assessments and there are regular opportunities to share information. This helps staff to plan for children's next steps in learning and enables parents to support learning at home.

It is not yet outstanding because:

- Staff in the baby room do not always organise the mealtime routine well. Babies become restless and unsettled during the time they have to wait for their meal to arrive and cool down.
- The outdoor environment does not provide a wide range of exciting and stimulating resources and experiences for those children who prefer to learn outdoors.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of mealtimes in the baby room
- enhance resources and experiences available to those children who prefer to learn outdoors, to further support and extend their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and deputy manager and spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, risk assessments and self-evaluation, and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents through discussion and written feedback obtained prior to the inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations of staff. She carries out thorough monitoring of their practice. Staff receive regular supervision and training to help them meet children's needs and to support their own professional development. The arrangements for safeguarding are effective. Staff have a thorough understanding of child protection procedures. Leaders ensure staff know who to contact should they have concerns about children's welfare. For example, they have the contact numbers for the local safeguarding board on their lanyards. The premises are safe and secure which means that no unauthorised person is able to gain entry into the nursery. Detailed risk assessments and daily checks of the environment are completed. Staff are effectively deployed to supervise children indoors and outside, which helps to keep children safe. Record keeping and documentation recording is robust. Staff monitor children's arrival and departure using detailed registers of attendance.

Quality of teaching, learning and assessment is good

Babies enjoy the sensory experience of exploring sand, pasta and glitter. Toddlers delight in mixing ingredients to make play dough as staff capably support their thinking and speaking skills by asking purposeful questions. Staff use coloured worms and pictures of apples to encourage pre-school children to count, sort, compare length and match worms to the corresponding colour. This helps to develop their mathematical knowledge. Children's understanding of the world is promoted well. They excitedly watch butterflies emerge from cocoons as staff explain the life cycle. Staff provide focus groups which help to promote children's listening and attention skills. Extracurricular dance and movement activities contribute towards children's physical skills and well-being. Children practise writing using water and paintbrushes, which supports their creativity and early writing skills.

Personal development, behaviour and welfare are good

The key-person system is effective and contributes towards children's strong sense of belonging and emotional security. Staff gather personalised information from parents during settling-in visits, which helps children to be well prepared during the transfer into the nursery. Staff share daily updates about children's care routines, such as foods eaten during the day. One way they communicate information is by using a daily diary. Staff are positive role models. They use a traffic light system consistently to promote children's good behaviour. This helps children learn about expectations. Older and younger children play together outdoors. They develop relationships with other staff and children, which helps to support the transition when the time comes for them to move to the next room.

Outcomes for children are good

All children, including those in receipt of additional funding, children who speak English as an additional language, and children who have special educational needs or disability, make good progress in relation to their skills on entry to the nursery. Children are motivated and enthusiastic learners. They develop the key skills and confidence needed for the next stages in learning and the move to school.

Setting details

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| Unique reference number | EY490292 |
| Local authority | Salford |
| Inspection number | 1056549 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 70 |
| Number of children on roll | 91 |
| Name of registered person | AW Childcare Services Ltd |
| Registered person unique reference number | RP531478 |
| Date of previous inspection | Not applicable |
| Telephone number | 0161 790 1275 |

Care Chiefs nursery was registered in 2015. The nursery is open Monday to Friday from 7am until 6pm, all year round, with the exception of bank holidays and one week at Christmas. The nursery employs 19 members of childcare staff. Of these, two hold recognised qualifications at level 6, including the manager, three hold level 4, eight hold level 3, and three hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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